

Appendix D: Standards

This unit was developed to meet the following standards.

National Council for the Social Studies' National Curriculum Standards for Social Studies

Literacy Skills

1. Listen, read, write, and speak with comprehension and clarity.
13. Locate, analyze, critique, and use appropriate resources and data.
17. Articulate and construct reasoned arguments from diverse perspectives and frames of reference.
18. Present solutions to problems by analyzing conflicts and evaluating persistent issues.

Individuals, Groups, and Institutions

- 5.3. Understand the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
- 5.5. Understand the impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems.
- 5.8. Understand how groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.

Science, Technology, and Society

- 8.8. Understand the importance of the cultural contexts in which media are created and received.

Global Connections

- 9.2. Understand that the solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws).
- 9.5. Understand the causes and consequences of various types of global connections.
- 9.7. Understand that individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.

Civic Ideals and Practices

- 10.2. Understand concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.

- 10.4. Understand scholarly interpretations of key documents that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Declaration of Sentiments in Seneca Falls, New York, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children).
- 10.5. Understand the origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals.

California History–Social Science Content Standards

Historical and Social Sciences Analysis Skills

Historical Interpretation

3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

World History, Culture, and Geography

- 10.09 Analyze the international developments in the post-World War II world.
 - 10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.
- 10.10 Analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
 - 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

U.S. History and Geography

- 11.11 Analyze the major social problems and domestic policy issues in contemporary American society.

Principles of American Democracy

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.2 Evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
 - 12.2.5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

States' Career Clusters Initiative Standards—Legal and Law Enforcement Services Pathways

Academic Foundations

- ESS01.02** Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.
- ESS01.02.04** Compose focused copy for a variety of written documents such as agendas, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, and technical terminology.

Problem-Solving and Critical Thinking

- ESS03.01** Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).
- ESS03.04** Conduct technical research to gather information necessary for decision-making.

Cluster Topic—Problem-Solving and Critical Thinking

- LWC03.01** Formulate ideas, proposals and solutions to address law, public safety, security and corrections related problems to ensure effective and efficient delivery of safety and/or security services to targeted consumers.
- LWC03.01.01** Use logical constructions to formulate ideas, proposals, and solutions to problems.
- LWC09.02** Assess and evaluate career opportunities in one or more career pathways in the Law, Public Safety, Security and Corrections field to broaden awareness of careers available in the industries related to the career cluster.

Legal Services Pathway Topic—Communications

- LWPE01.04** Write accomplished materials to demonstrate specific academic writing strategies desired from professionals in the legal services environment.
- LWPE01.04.01** Write coherent, focused, and well-reasoned arguments with a defined perspective when creating reports and letters.

Law Enforcement Pathway Topic—Ethics and Legal Responsibilities

- LWPD02.07** Understand and demonstrate procedures and protocols involved in basic civil law enforcement procedures in order to serve writs, warrants and summons.

California Career Technical Education (CTE) Model Curriculum Standards—Public Services Industry Sector

2.0 Communication

2.2 Writing

- 2.4** Write persuasive compositions:
- Structure ideas and arguments in a sustained and logical fashion.
 - Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

3.0 Career Planning and Management

- 3.2** Understand the scope of career opportunities and know the requirements for education, training, and licensure.

5.0 Problem Solving and Critical Thinking

- 5.1** Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.3** Use critical thinking skills to make informed decisions and solve problems.

7.0 Responsibility and Flexibility

- 7.4** Understand that individual actions can affect the larger community.

B. Legal and Government Services Pathway

- B1.0** Develop and articulate reasoned, persuasive arguments in support of public policy options or positions.
- B4.0** Understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication:
- B4.3** Understand laws, legal interpretations, rules, or standards that apply to given situations in the specialty area of interest in legal and government services.
- B9.0** Understand the foundation of national and state law and the important elements of trial procedure:

- B9.1** Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.
- B9.6** Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

C. Protective Services Pathway

- C8.0** Understand the law, ordinances, regulations, and organizational rules that guide their respective protective services career field:
- C8.2** Understand the individual protection granted by the Constitution.

Common Core State Standards—English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Literacy in History/Social Studies

Writing

- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Center for Civic Education’s National Standards for Civics and Government

- I. What are civic life, politics, and government?**
 - B2.** Be able to evaluate, take, and defend positions on the importance of the rule of law and on the sources, purposes, and functions of law.
- III. How does the government established by the constitution embody the purposes, values, and principles of American democracy?**
 - B2.** Be able to evaluate, take, and defend positions on issues regarding the major responsibilities of the national government for domestic and foreign policy.
 - D1.** Be able to evaluate, take, and defend positions on the role and importance of law in the American political system.
 - D2.** Be able to evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights.

- IV. What is the relationship of the United States to other nations and to world affairs?**
- A1.** Be able to explain how the world is organized politically.
 - A2.** Be able to explain how nation-states interact with each other.
 - A3.** Be able to evaluate, take, and defend positions on the purposes and functions of international organizations in the world today.
 - B3.** Be able to evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.
 - C1.** Be able to evaluate, take, and defend positions about the impact of American political ideas on the world.
 - C3.** Be able to evaluate, take, and defend positions about the effects of significant economic, technological, and cultural developments in the United States and other nations.
- V. What are the roles of the citizen in American democracy?**
- C1.** Be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

American Bar Association's MacCrate Report

Fundamental Lawyering Skills

Skill 1. In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1** Identifying and diagnosing the problem.
- 1.2** Generating alternative solutions and strategies.
- 1.3** Developing a plan of action.

Skill 4. In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.3** Implementing the investigative strategy.
- 4.4** Memorializing and organizing information in an accessible form.
- 4.6** Evaluating the information that has been gathered.

Skill 5. In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.2** Using effective methods of communication.

International Society for Technology in Education's (ISTE) National Educational Technology Standards

2. **Communication and Collaboration:** Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
3. **Research and Information Fluency:** Apply digital tools to gather, evaluate, and use information.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
4. **Critical Thinking, Problem Solving, and Decision Making:** Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - a. Identify and define authentic problems and significant questions for investigation.
 - b. Plan and manage activities to develop a solution or complete a project.
 - c. Collect and analyze data to identify solutions and/or make informed decisions.

Standards Based on Equipped for the Future (EFF), National Institute for Literacy, and SCANS 2000, The Secretary's Commission on Achieving Necessary Skills

- A2 Convey Ideas in Writing:** Determine writing purpose, organize and present information with appropriate usage and spelling, seek feedback, and revise to enhance effectiveness.
- B2 Solve Problems and Make Decisions:** Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.
- D3 Learn Through Research:** Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.

Partnership for 21st Century Skills

Core Subjects and 21st Century Skills

Global Awareness A1: Use 21st century skills to understand and address global issues.

Civic Literacy C3: Understand the local and global implications of civic decisions.

Learning and Innovation Skills

Critical Thinking and Problem Solving IIC3: Synthesize and make connections between information and arguments.

Critical Thinking and Problem Solving IID1: Solve different kinds of non-familiar problems in both conventional and innovative ways.

Communication and Collaboration IIIA1: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Information, Media, and Technology Skills

Information Literacy IVB1: Use information accurately and creatively for the issue or problem at hand.